

Whale Branch Elementary

15 Stuart Point Road
Seabrook, SC 29940

Grades	PK-5 Elementary School	
Enrollment	352 Students	
Principal	Mark L. Mansell	843-466-1000
Superintendent	Dr. Phillip J. McDaniel, Interim Superintendent	843-322-2300
Board Chair	Dale Friedman	843-322-2356

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	21	73	39

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 4 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Unsatisfactory	Good	No
2006	Unsatisfactory	Unsatisfactory	No

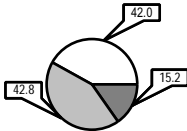
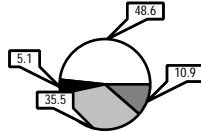
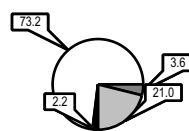
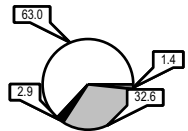
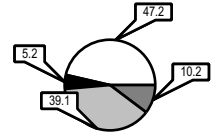
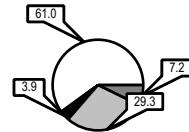
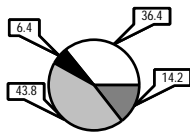
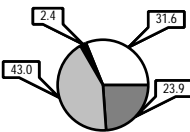
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)
English/Language Arts

Mathematics

Science

Social Studies

Our School
Elementary Schools with Students like Ours

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	163	77.3	41.9	43.6	14.5	0.0	24.8	No	No
Gender									
Male	93	75.3	50.8	40.0	9.2	0.0	18.5	N/A	N/A
Female	70	80.0	30.8	48.1	21.2	0.0	32.7	N/A	N/A
Racial/Ethnic Group									
White	42	76.2	10.0	63.3	26.7	0.0	50.0	I/S	No
African American	117	77.8	52.4	36.9	10.7	0.0	16.7	No	No
Asian/Pacific Islander	1	0.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	123	90.2	36.9	47.6	15.5	0.0	27.2	N/A	N/A
Disabled	40	37.5	78.6	14.3	7.1	0.0	7.1	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	163	77.3	41.9	43.6	14.5	0.0	24.8	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	163	77.3	41.9	43.6	14.5	0.0	24.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	145	74.5	45.5	41.6	12.9	0.0	21.8	No	No
Full-pay meals	18	100.0	18.8	56.3	25.0	0.0	43.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	163	80.4	42.6	40.2	12.3	4.9	26.2	Yes	No
Gender									
Male	93	77.4	46.3	38.8	11.9	3.0	22.4	N/A	N/A
Female	70	84.3	38.2	41.8	12.7	7.3	30.9	N/A	N/A
Racial/Ethnic Group									
White	42	76.2	20.0	46.7	23.3	10.0	50.0	I/S	No
African American	117	82.1	50.6	37.1	9.0	3.4	19.1	Yes	No
Asian/Pacific Islander	1	0.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	123	91.1	36.5	44.2	13.5	5.8	29.8	N/A	N/A
Disabled	40	47.5	77.8	16.7	5.6	0.0	5.6	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	163	80.4	42.6	40.2	12.3	4.9	26.2	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	163	80.4	42.6	40.2	12.3	4.9	26.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	145	77.9	43.4	42.5	9.4	4.7	24.5	Yes	No
Full-pay meals	18	100.0	37.5	25.0	31.3	6.3	37.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	163	92.0	72.8	21.3	3.7	2.2	5.9
Gender							
Male	93	92.5	75.6	20.5	1.3	2.6	3.8
Female	70	91.4	69.0	22.4	6.9	1.7	8.6
Racial/Ethnic Group							
White	42	88.1	36.4	48.5	6.1	9.1	15.2
African American	117	94.0	84.0	13.0	3.0	0.0	3.0
Asian/Pacific Islander	1	0.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	123	95.1	65.7	26.5	4.9	2.9	7.8
Disabled	40	82.5	94.1	5.9	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	163	92.0	72.8	21.3	3.7	2.2	5.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	163	92.0	72.8	21.3	3.7	2.2	5.9
Socio-Economic Status							
Subsidized meals	145	91.0	76.7	17.5	4.2	1.7	5.8
Full-pay meals	18	100.0	43.8	50.0	0.0	6.3	6.3

Social Studies							
All Students	163	93.3	63.0	32.6	1.4	2.9	4.3
Gender							
Male	93	93.5	64.6	32.9	1.3	1.3	2.5
Female	70	92.9	61.0	32.2	1.7	5.1	6.8
Racial/Ethnic Group							
White	42	90.5	35.3	52.9	2.9	8.8	11.8
African American	117	94.9	72.3	25.7	1.0	1.0	2.0
Asian/Pacific Islander	1	0.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	123	96.7	53.8	40.4	1.9	3.8	5.8
Disabled	40	82.5	91.2	8.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	163	93.3	63.0	32.6	1.4	2.9	4.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	163	93.3	63.0	32.6	1.4	2.9	4.3
Socio-Economic Status							
Subsidized meals	145	92.4	68.0	28.7	1.6	1.6	3.3
Full-pay meals	18	100.0	25.0	62.5	0.0	12.5	12.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	57	94.7	28.9	48.9	20.0	2.2	22.2
	4	63	96.8	40.0	43.6	16.4	0.0	16.4
	5	68	95.6	50.8	37.7	11.5	0.0	11.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	53	86.8	37.2	44.2	18.6	0.0	18.6
	4	45	75.6	40.0	43.3	16.7	0.0	16.7
	5	65	70.8	47.7	43.2	9.1	0.0	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	57	98.3	61.7	34.0	4.3	0.0	4.3
	4	63	96.8	52.7	34.5	9.1	3.6	12.7
	5	68	95.6	50.8	42.6	4.9	1.6	6.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	53	88.7	38.6	50.0	11.4	0.0	11.4
	4	45	75.6	50.0	23.3	20.0	6.7	26.7
	5	65	76.9	41.7	41.7	8.3	8.3	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	57	98.3	74.5	19.1	2.1	4.3	6.4
	4	63	96.8	74.5	20.0	1.8	3.6	5.5
	5	68	95.6	73.8	21.3	3.3	1.6	4.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	53	94.3	72.1	23.3	2.3	2.3	4.7
	4	45	91.1	67.6	21.6	10.8	0.0	10.8
	5	65	90.8	76.8	19.6	0.0	3.6	3.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	57	100.0	45.8	39.6	6.3	8.3	14.6
	4	63	96.8	45.5	43.6	5.5	5.5	10.9
	5	68	95.6	70.5	21.3	6.6	1.6	8.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	53	98.1	48.9	42.2	4.4	4.4	8.9
	4	45	91.1	64.9	32.4	0.0	2.7	2.7
	5	65	90.8	73.2	25.0	0.0	1.8	1.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 352)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.2%	Down from 5.3%	3.8%	2.8%
Attendance rate	96.2%	Up from 95.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.1%	Up from 7.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	6.7%	Down from 8.2%	0.0%	0.0%
Eligible for gifted and talented	7.6%	Down from 10.2%	3.8%	10.4%
On academic plans	0.0%	N/AV	48.9%	33.6%
On academic probation	0.0%	N/AV	2.4%	1.0%
With disabilities other than speech	4.8%	Down from 6.0%	7.2%	7.5%
Older than usual for grade	1.3%	Up from 0.0%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
Teachers (n= 36)				
Teachers with advanced degrees	50.0%	Down from 52.9%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	12.7%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	2.9%	0.0%
Teachers returning from previous year	83.3%	Down from 83.9%	83.2%	87.3%
Teacher attendance rate	95.6%	Up from 93.8%	94.6%	94.9%
Average teacher salary	\$45,296	Up 3.0%	\$41,292	\$42,485
Prof. development days/teacher	15.4 days	Down from 27.5 days	14.7 days	13.3 days
School				
Principal's years at school	1.0	No change	4.0	4.0
Student-teacher ratio in core subjects	10.5 to 1	Down from 21.0 to 1	16.4 to 1	18.6 to 1
Prime instructional time	88.4%	Up from 82.2%	88.4%	89.7%
Dollars spent per pupil*	\$9,020	Up 5.6%	\$7,724	\$6,557
Percent of expenditures for teacher salaries*	70.0%	Up from 67.3%	60.6%	64.0%
Percent of expenditures for instruction*	71.4%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.2%	Up from 82.9%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	Up from Below Average	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Whale Branch Elementary School (WBES) continued to strive for excellence in the 2005-2006 school year. A variety of academic programs and enrichment activities supported our instructional focus. As a PK-5 school, the staff and community focused on delivering a first class curriculum to meet the needs of all students. Some of our initiatives included South Carolina Reading First Grant, Intercession Enrichment Classes, After-School Program, Orchard Tutorial Computerized Program, Kid's Club, Kiwanis Club, Parenting Workshops, Science Fair, Jump Rope for Heart, Walk Across America, Career Day, Fall Festival and our Winter Celebration.

WBES students were involved in community service projects. The children raised funds for Hurricane victims in Alabama. With the support of the Kiwanis Club we were able to target a community to provide students in the area with school supplies. This experience gave the children an opportunity to apply their skills and learning in the areas of math and building a sense of community.

Our fall intercession program focused on the students' visions of future vocations and careers. The focus included small group instructions in reading and math.

The Adequate Yearly Progress Report indicated that we achieved 14 of the 17 indicators, being unsuccessful in three sub-groups in the area of mathematics. After analyzing our PACT data, we modified our School Renewal Plan to strengthen our effective teaching strategies in all content areas.

WBES welcomes two rigorous programs for the upcoming 2006-07 school year: the Teacher Advancement Program (TAP) and the International Baccalaureate-Primary Years Program (PYP). TAP ensures that all students achieve to high rigorous standards by creating a systemic school-wide focus on student data and the expectation that the goal is always 100% proficiency. Additionally, PYP is designed for students aged 4 to 12. PYP focuses on the total growth of the developing child. The PYP draws on research and best practice to create a relevant and engaging educational framework for all children.

Mr. Mark Mansell, Principal
Shelia Saunders, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	56	24
Percent satisfied with learning environment	78.9%	91.1%	79.2%
Percent satisfied with social and physical environment	89.5%	80.4%	83.3%
Percent satisfied with school-home relations	50.0%	67.9%	82.6%

*Only students at the highest elementary school grade level at this school and their parents were included.